Envision SPPS: Our plan for well-rounded programs

Board of Education - Special Meeting

Jackie Turner, Chief Operations Officer

September 20, 2021
What you will learn:

1. Envision SPPS > Well-rounded Education for all students
2. Collaborative Workgroups highlights of findings
3. Solutions and options
4. Timeline and next steps
   - Upcoming Board of Education meetings
   - Community information sessions
   - Engaging affected school communities
Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

Objective: 5.3 Align school facilities with well-rounded programs.

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs.
- Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions.
- Adjust capital investments to ensure they meet the District’s equity policy goals.
Collaborative Workgroups

1. College and Career Paths
   Co-Led by: Leah Corey, Anna Morawiecki

2. *Early Childhood Education
   Led by: Lori Erickson

3. *Enrollment
   Led by: Jayne Williams

4. Facilities Utilization/Alignment
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5. *Language Immersion
   Led by: Dr. Efe Agbamu

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*Has external stakeholders such as parents or organizations
Factors impacting enrollment trends

- **Demographic shifts**: Decreased birth rates will continue to impact K-5 enrollment in near future and across all grades long term as fewer school-aged children live in city.

- **Students/families have more educational options**:  
  - Other private and public educational options continue to grow through new openings and expansion.  
  - Integration policy and adjoining districts boosts open enrollment offerings and programs.

- **Growth in family friendly housing** units (Highland Bridge) may start enrollment additions by 2023 but only in a few neighborhoods/schools.
Inspire students to think critically, pursue their dreams and change the world.

Well-rounded Education
Generalists focused on core essentials

- **Goal:** Ensure that standards for all required content areas are routinely taught so that student outcomes improve
  - Minnesota state’s educational standards
- Grounded in **core essentials** of taught by **generalist teachers** with expertise:
  - Reading
  - Writing
  - Math
Specialist experts

Additional instruction by specialists teachers with expertise:

- Science, Arts
- Social Studies, World Languages
- Accelerated Learning
- Physical Education, Health

Aquaponics system
Enrichment opportunities

- **Larger schools** can provide **enrichment opportunities during school day**, e.g., field trips to museums, theater, orchestras
  - Larger school usually = larger PTO’s that can supplement, help finance trips, e.g., camping, skiing, D.C., etc.
    - More students mean group rates keep expenses down

- **Under-enrolled schools** must provide **enrichment opportunities after the school day**; creates disparities, inequities in access:
  - Trips more expensive leaving more students out
Sustainable School Enrollment Sizes

Elementary schools:

• Unsustainable: Less than <250 (.5 to 1.5 section*)
• Small: Between 251 and 450 (2 sections*)
• Ideal: 450 to 599 (3 sections*)
• Large: 600+ (4 sections*)

Middle Schools:

• Unsustainable: Less than <540
• Small: 540
• Ideal: 720
• Large: 1,080

(*Class size = 25)
Solutions and options
Filtering relevant findings through these lenses:

- **Data**
- **Facilities**
  - Operational efficiency
  - Retain capital investments
  - Requires new capital investments
  - Spatial alignment
- **Equity**
  - Avoid unintended consequences
  - Integration
- **Accessibility:**
  - Physical
  - Program accessibility (transportation)
- **Location and density of students and schools**
- **Enrollment**
- **Market demands**
- **Pathway programming**
- **Financial/funding**
  - Sustainability
- **State statutes/legal (known)**
- **Unknows**
  - Legislative (state/federal)
  - Cruz-Guzman
Inspire students to think critically, pursue their dreams and change the world.

### Solutions and Options

<table>
<thead>
<tr>
<th>Programs</th>
<th>Staffing</th>
<th>Buildings/Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable</td>
<td>Combine</td>
<td>Close (may also apply to program)</td>
</tr>
<tr>
<td>Co-locate</td>
<td>Merge</td>
<td>Repurpose</td>
</tr>
<tr>
<td>Relocate</td>
<td></td>
<td>Decommission*</td>
</tr>
<tr>
<td>Close (also applies to building)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Decommission* refers to the process of dismantling or removing a facility from service.
**Terms/solutions that apply to PROGRAMS**

<table>
<thead>
<tr>
<th>Sustainable</th>
<th>Co-locate (program kept intact)</th>
<th>Relocate (program kept intact)</th>
<th>Close (also applies to building)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● In demand, supportable budget, and/or well-rounded education provided</td>
<td>● Two or more unsustainable schools or programs are moved to one site</td>
<td>A program or site is moved to another location to align it with anticipated size demands and</td>
<td>● School or program is closed with or without phaseout</td>
</tr>
<tr>
<td>● Single school or program within a school</td>
<td>● Maintain separate leadership, decision making, budgets, codes and program staffing</td>
<td>closer to families being served by the programs</td>
<td>● With no phaseout, students and staff need to select other programs in SPPS</td>
</tr>
<tr>
<td><strong>EXAMPLE</strong>: Johnson High School</td>
<td>● Must negotiate for use of shared space with other program and actual space with district</td>
<td><strong>EXAMPLE</strong>: Jie Ming to Homecroft</td>
<td>● With phaseout no new enrollments to school or program, current students matriculate</td>
</tr>
<tr>
<td><strong>EXAMPLE</strong>: Rondo: Capitol Hill and Mays; Pre-K, ECFE and ECFSE</td>
<td><strong>EXAMPLE</strong>: Rondo: Capitol Hill and Mays; Pre-K, ECFE and</td>
<td></td>
<td>over time</td>
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<td></td>
<td></td>
<td></td>
<td><strong>EXAMPLE</strong>: Albion</td>
</tr>
</tbody>
</table>
### Other Terms/Solutions

<table>
<thead>
<tr>
<th>Shared and Contracted Service</th>
<th>Adjust Attendance Areas and Pathways</th>
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<tbody>
<tr>
<td>Agencies, non-district programs and SPPS service units agree with schools on provisions to leverage the delivery of services: Enhanced well-rounded education; cultural specialists; support services; early childhood education; mental health and special education needs for all ages in the community</td>
<td>A school or program’s attendance area changes to reflect shifts in demand, housing density or pathway capacities.</td>
</tr>
<tr>
<td><strong>Examples:</strong> Head Start; Achievement +; Health Start Clinics</td>
<td><strong>Examples:</strong> For Como H.S. the NE boundary of city was extended to include all of Area C not just Area C – West, it included Area C – East as well</td>
</tr>
</tbody>
</table>
## Terms/solutions that apply to STAFFING

<table>
<thead>
<tr>
<th>Combine (only leadership changes)</th>
<th>Merge (leadership and staff changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Two schools or different programs move together at one site</td>
<td>● Two schools with similar or same programs move together into one location either at one of the existing schools or into a new site</td>
</tr>
<tr>
<td>● Combine leadership and decision making</td>
<td>● One leadership and decision making structure</td>
</tr>
<tr>
<td>● Separate budgets, codes and program and staffing for each program</td>
<td>● One budget code and staffing (teachers) through seniority and interview and select</td>
</tr>
</tbody>
</table>

**EXAMPLE:** Crossroads: Montessori and Science programs

**EXAMPLE:** Prosperity Heights and Hayden Heights = The Heights
Terms/solutions that apply to BUILDINGS/FACILITIES

<table>
<thead>
<tr>
<th>Close (may also apply to program)</th>
<th>Repurpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>● School or program is closed with or without phaseout</td>
<td>Same as Close except new program or grade configuration is created to replace existing program/grade configuration (decommission)</td>
</tr>
<tr>
<td>● With no phaseout, students and staff need to select other programs in SPPS</td>
<td>EXAMPLE: Belvedere (was Riverview school, now early childhood co-located services building)</td>
</tr>
<tr>
<td>● With phaseout no new enrollments to school or program, current students matriculate over time</td>
<td>EXAMPLE: Albion</td>
</tr>
</tbody>
</table>

Inspire students to think critically, pursue their dreams and change the world.
Highlights:
Key Workgroup Findings
Inspire students to think critically, pursue their dreams and change the world.

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* Has external stakeholders such as parents or organizations
Well-rounded Education

- Ability to provide well-rounded education programs tied to student enrollment
- **Enrollment drives school budgets** based on number of students (state, federal funding)
<table>
<thead>
<tr>
<th>Class size: 25*</th>
<th><strong>Large Elementary</strong> 600+ students</th>
<th><strong>Small Elementary</strong> 251-450 students</th>
<th><strong>Unsustainable Elementary</strong> &lt; 250 students</th>
</tr>
</thead>
</table>
| **K-5th Gr. Teachers** | Each grade: 4 classes (100 students) X 4 teachers X 6 grades  
- 24 generalists  
- 4 specialists/resource teachers  
- 2 specialists (e.g., literacy coaches)  
- **30 teachers total** | Each grade: 2 classes (50 students) X 2 teachers X 6 grades  
- 12 generalist teachers  
- 1 specialists/resource teachers  
- **14 teachers total** | Each grade: 1 class (25 students) X 1 teacher X 6 grades  
- 6 generalist teachers  
- 0 specialists/resource teachers  
- **5-6 teachers total** |

*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.
**EXAMPLES of staffing choices made based on revenue**

<table>
<thead>
<tr>
<th>Class size: 25*</th>
<th>Large Elementary 600+ students</th>
<th>Small Elementary 251-450 students</th>
<th>Unsustainable Elementary &lt; 250 students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office staff</strong></td>
<td>● 1 principal</td>
<td>● 1 principal</td>
<td>● 1 principal</td>
</tr>
<tr>
<td></td>
<td>● 1 assistant principal</td>
<td>● 0 assistant principal</td>
<td>● 0 assistant principal</td>
</tr>
<tr>
<td></td>
<td>● 2 clerks</td>
<td>● 1 clerk</td>
<td>● 1 clerk</td>
</tr>
<tr>
<td></td>
<td>● 1 parent engagement</td>
<td>● 0-1 parent engagement</td>
<td>● 0 parent engagement</td>
</tr>
<tr>
<td><strong>Support staff</strong></td>
<td>● 1 nurse</td>
<td>● .5-1 nurse</td>
<td>● 0 nurse</td>
</tr>
<tr>
<td></td>
<td>● 1 librarian</td>
<td>● 0-1 librarian</td>
<td>● 0 librarian</td>
</tr>
<tr>
<td></td>
<td>● 1 academic coach</td>
<td>● 0-1 academic coach</td>
<td>● 0 academic coach</td>
</tr>
<tr>
<td></td>
<td>● 1-+ counselor(s)</td>
<td>● .5-1 counselor</td>
<td>● .5 counselor (per teacher contract)</td>
</tr>
<tr>
<td></td>
<td>● 1 social worker</td>
<td>● .5-1 social worker</td>
<td>● .5-1 social worker</td>
</tr>
<tr>
<td></td>
<td>● 1 behavior support</td>
<td>● 1 behavior support</td>
<td>● 0 behavior support</td>
</tr>
<tr>
<td></td>
<td>● 1-2 interventionists</td>
<td>● 0-1 interventionists</td>
<td>● 0 interventionists</td>
</tr>
<tr>
<td></td>
<td>● 2 additional staff</td>
<td>● .5-1 additional staff</td>
<td>● 0 additional staff</td>
</tr>
</tbody>
</table>
College and Career Paths

● Centralized secondary space for shared resources, labs, classrooms, presentations to leverage teachers’ experiences, training, licensure and postsecondary partners in effective and efficient ways
  ○ Includes space for large groups to gather for specific presentations/speaker(s)

● Experiential spaces in each building with equipment, tools, and supplies to support career pathways

● Welcoming and prominent placement of Career Pathway Centers in each high school building
Early Childhood Education

- Establish mixed model of services for Early Childhood Education at:
  - Site-based (elementary sites), and
  - Hub sites across city with community partnerships
- Elevate the baseline standard for early childhood learning spaces to include larger spaces and access to adjacent services
Enrollment

- Initial work focused on improving:
  - “Customer service” at Student Placement
  - School selection guide usability

- Envision SPPS work focused on assessing initial recommendations to minimize negative impact to enrollment

- Enrollment limitations: class size; site location and capacity
Facilities Use/Utilization and Alignment

- Auditing all buildings to assess:
  - Enrollment capacity
  - How spaces are used or need to be used to meet program needs

- Reviewing operational efficiency of potential program changes per Envision SPPS recommendations
Language Immersion

- Consolidating two separate Hmong Dual Language programs into one program will improve efficiencies and program viability.

- Need for a Hmong Cultural Studies program for students who don’t want Hmong Dual Language Immersion.
  - Regional program for Areas A, B, C.

- Middle grades pathway is essential.
  - Ideally in a PreK-8 and/or lower and upper campus.
“Integration is an inclusive learning environment of all racial, socioeconomic and ethnic groups to remove the legal and social barriers that perpetuate disparities in student achievement. Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of eliminating educational inequities. Integration is more than just diversity and racial desegregation (count the people); it is inclusion and belonging (the people count). It is foundational for equal and equitable access to educational resources for all students.”
Integration: Equity Impact Assessment Tool

Partnering with NAACP to ensure key student groups not disproportionately **NEGATIVELY** affected

<table>
<thead>
<tr>
<th>SPPS Categories of student groups (Oct. 1, 2020) - 34,549 total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of color (EC-12 grade):</td>
</tr>
<tr>
<td>● American Indian: 1%</td>
</tr>
<tr>
<td>● Asian: 31%</td>
</tr>
<tr>
<td>● Black/African American: 26%</td>
</tr>
<tr>
<td>● Hispanic/Latino: 14%</td>
</tr>
<tr>
<td>● White: 21%</td>
</tr>
<tr>
<td>● Two or more races: 7%</td>
</tr>
<tr>
<td>● Free/Reduced Lunch: 65%</td>
</tr>
<tr>
<td>● Homeless/Highly Mobile: 14%</td>
</tr>
<tr>
<td>● English Learners: 28%</td>
</tr>
<tr>
<td>● Special Education: 17%</td>
</tr>
</tbody>
</table>
Middle School Model

- Need physical space to support cross-content teacher teaming and smaller student communities within a school (learning pods)
- Need spaces to support more flexible project and workstation learning area for student privacy
- Minimal Middle School size program/enrollment is 540s to sustain a well-rounded education program
  - Unsustainable: Less than 540
  - Small: 540
  - Ideal: 720
  - Large: 1,080
Montessori Pathway

● *Final report still in progress*

● Assessing how to create viable PreK-8 Montessori pathway

● Examining program choice data to determine how to reverse decreased demand for Montessori program

● As a standalone Montessori program, Parkway enrollment cannot sustain a well-rounded education
Special Education

- Steady, increasing enrollment trends in special education show need for expanding programs and related facilities

- Area A, B and C have greater clusters of special education students who need a more specialized education setting (Federal Setting III)
  - Students transported outside of their area due to parent choice or building/program capacity

- Need for equitable PreK-8 pathway distributed across city
Talent, Development and Acceleration Service Pathway

● Programs require 3-4 sections minimum to fund well-rounded program
  ○ Essential for all students, not just those getting advanced learning service

● Possible TDAS models:
  1. Specialized single school model
  2. School-based specialist model at all sites
  3. Blended service model (Specialist and Coordinator roles to enhance offerings)
  4. District-wide model of services has embedded services in each school in addition to a stand-alone school

● Review of secondary course offerings for accelerated and advanced offerings shows all high schools provide advanced course offerings
Inspire students to think critically, pursue their dreams and change the world.

Secondary advanced learning opportunities
(college credit-earning opportunities)

● Central: AP, CE, IB (MYP & DP), PSEO
● Como: AP, CE, PSEO
● Creative Arts: AP, PSEO
● Harding: CE, IB (MYP, DP & CP), PSEO
● Highland: CE, IB (MYP & DP), PSEO
● Humboldt: AP, CE, PSEO
● Johnson: AP, CE, PLTW, PSEO
● Open World Learning: AP, PSEO
● Washington: AP, CE, PLTW, PSEO

KEY: AP = Advanced Placement | CE = Concurrent Enrollment | IB = International Baccalaureate; MYP = Middle Years Programme; DP = Diploma Programme; CP = Career-related Programme | PSEO = Postsecondary Enrollment Options | PLW = Project Lead the Way
Inspire students to think critically, pursue their dreams and change the world.

Timeline and Next Steps
Inspire students to think critically, pursue their dreams and change the world.

<table>
<thead>
<tr>
<th>Revised Timeline*</th>
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<tbody>
<tr>
<td><strong>2020-21</strong></td>
</tr>
<tr>
<td>Pre-planning/Design</td>
</tr>
<tr>
<td>• <strong>Nov.-late winter.</strong>: Workgroups research and review data; develop findings</td>
</tr>
<tr>
<td>• <strong>Winter/Spring</strong>: Project Sponsor and Core Planning Team reviews findings and develops recommendations</td>
</tr>
<tr>
<td>• <strong>Spring</strong>: Superintendent Gothard/Executive Sponsor reviews findings</td>
</tr>
<tr>
<td>• <strong>Spring/Summer 2021</strong>: Board of Ed. receives progress updates</td>
</tr>
<tr>
<td><strong>2021-22</strong></td>
</tr>
<tr>
<td>Continue Fact Finding via qualitative data</td>
</tr>
<tr>
<td>• <strong>Address high-priority findings</strong></td>
</tr>
<tr>
<td>• <strong>Strategic and targeted engagement, e.g., focus groups, surveys</strong></td>
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<tr>
<td><strong>2022-23</strong></td>
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<tr>
<td>Phasing</td>
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<tr>
<td>• <strong>Begin implementation of recommendations</strong></td>
</tr>
<tr>
<td><strong>2023-24</strong></td>
</tr>
<tr>
<td>Full Implementation</td>
</tr>
<tr>
<td>• Primary Recommendations fully implemented</td>
</tr>
</tbody>
</table>

*NOTE: The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.
## Engagement Model

### IAP2's Public Participation Spectrum

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>INFORM</th>
<th>CONSULT</th>
<th>INVOLVE</th>
<th>COLLABORATE</th>
<th>EMPOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY20-21: Findings and Recommendations</td>
<td>Families/students/staff</td>
<td>--------</td>
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<td>--------</td>
</tr>
<tr>
<td>SY21-22: Solutions proposed and VOTED on</td>
<td>Families/students/staff</td>
<td>--------</td>
<td>Workgroups (some families and staff)</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>SY22-23: Solutions begin to be IMPLEMENTED</td>
<td>Families/students/staff</td>
<td>Families/students/staff</td>
<td>Families/students/staff</td>
<td>School Leadership Councils</td>
<td>--------</td>
</tr>
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</table>
Next Steps

Sept. - Dec. 2021: Inform SPPS building leaders, staff, families, community, partners

- **Board of Education**: Work sessions, Committee of the Board (COB), Regular
  - 9/20 @ 4:30 pm: work session (others TBD); broadcast, no public comment
  - COBs (no public comment/not broadcast): 10/5, 11/9, 12/7
  - Regular BOE (broadcast/in person, public comment): 10/19, **11/16**, **12/14** = *Possible BOE vote

- Oct.-Nov. = Virtual community information sessions

- Winter/spring 2021-22: Consult affected school communities about program changes and next steps
  - Involve and collaborate with affected school communities to start **Envisioning new school programs**
QUESTIONS?

Website: spps.org/envision

Email: envision@spps.org